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ABSTRACT

The annual report of the Centre for Curriculum, Transfer and Technology (British Columbia) summarizes the educational and operational activities of the year and signals important shifts in direction. Working with partners in the college, university college, institute and agency system, and with associates in universities and secondary schools, the Centre manages more than 300 separate projects and initiatives for the Ministry of Advanced Education, Training and Technology. An extensive consultation with administrators, faculty, and students has led to the creation of a document entitled Strategic Directions: A New Emphasis for the Centre for Curriculum, Transfer and Technology. In Prior Learning Assessment (PLA), the Centre is shifting from supporting the expansion of PLA to assisting institutions to improve the ways in which all assessment is conducted. Over the past year, the Centre has undergone significant organizational restructuring in order to become more service-oriented, integrated, flexible and cost efficient. Last year, the Centre provided consulting services in the area of Learning Outcomes by delivering presentations and workshops about curriculum and program development at 15 institutions in order to build on the outcomes and assessment expertise that exists in BC. Appendix shows a list of documents that have been submitted to the Ministry of Advanced Education, Training and Technology. (JA)

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1998/99 Annual Report

A Year of Transition

CENTRE FOR CURRICULUM, TRANSFER & TECHNOLOGY

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Executive Summary

The past year has been an exciting and productive one for the Centre for Curriculum, Transfer and Technology. With a new Chief Executive Officer, a new vision, and a new set of strategic directions, we've begun to make a number of changes that focus on providing high quality, integrated service to the public post-secondary system in order to improve educational opportunities for learners. This *1998/1999 Annual Report* summarizes the tasks and achievements of the year and signals important shifts in direction. The report describes our educational and operational activities and the many benefits we offer the post-secondary system and the Ministry of Advanced Education, Training and Technology.

In September 1998, under the direction of Devron Gaber, the Centre's new CEO, we began to develop the strategic approach which will guide our work over the next few years. As part of this process, our CEO met with administrators, faculty, staff and students at 20 institutions throughout the province, with representatives of other system agencies, and with the two primary funding ministries to gather their ideas and input about the Centre's current practices and future directions. As well, staff within the Centre engaged in an internal consultation process to reflect on existing practice and to plan the kind of organization the Centre should become.

This extensive consultation has led to the creation of a document entitled *Strategic Directions: A New Emphasis for the Centre for Curriculum, Transfer and Technology* which was endorsed by the Board and distributed widely within the post-secondary system. Based on the results of external and internal consultations and Board discussion, we have committed ourselves to becoming more service-oriented, emphasizing consultation and responsiveness, integration, system-wide collaboration and the sharing of expertise and innovation in teaching and learning. As part of our new directions we will assist institutions to build on and to integrate successful innovations, and we will integrate initiatives and activities within the Centre itself. While maintaining our primary commitment to the public post-secondary system, we will work to generate revenue from other sources through marketing our products and services.

In many ways, our new directions build on important work already being carried out by the Centre over the last few years. Working with partners in the college, university college, institute and agency system, and with associates in universities and secondary schools, the Centre, at any one time, manages over 300 separate projects and initiatives for the Ministry of Advanced Education, Training and Technology (MAETT). As well, we manage secondary to post-secondary transition projects funded by the Ministry of Education (MOE) and educational projects initiated by other funders.

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In curriculum development over the past year, the Centre completed 116 projects, started 123 new projects and continued work on over 90 additional projects. These activities resulted in 330 curriculum products, some of which will be distributed at cost through the Open Learning Agency and others that are distributed free of charge, in print and electronic formats, directly through the Centre. The Centre also managed a number of projects in the Safer Campuses and Gender and Diversity initiatives for MAETT. As well, we continue to support professional development activities such as the Instructor Diploma Program, the Native Adult Instructor Diploma Program, the Instructional Skills Workshop network, the Chairs Development Institute and the Pacific Management Development Institute.

Centre staff participated on the Educational Technology Working Group which is developing a multi-year framework for Educational Technology to be presented to the Ministry. We also support the Educational Technology Users Group which is comprised of nearly 400 educational practitioners involved in sharing of expertise. We have assisted with educational technology planning at the institutional level and at the system level by developing the document *Educational Technology Planning: A Framework* and by providing four on-site visits by the Institutional Planning Team. We provide support for the Educational Technology Demonstration Teams which, upon invitation, delivered eight on-site professional development workshops last year. As well, for the benefit of students, we have moved into full production with the Distributed Learning Course Directory, which currently lists 1,309 courses.

In Prior Learning Assessment (PLA), we are shifting from supporting the expansion of PLA to assisting institutions to improve the ways in which all assessment is conducted. Five quality assurance resource documents were prepared and distributed. The PLA Steering Committee established a Research Sub-committee that prepared a research framework document and began planning for a cross-institutional student survey to be undertaken provincially in 1999/2000. The Learning Assessment Network was launched at Simon Fraser University with a new Web site and an inaugural symposium. At MAETT's request, the Centre also managed the initiation of 16 developmental projects through the PLA Enhancement Grant Program offered for the first time in 1998/1999. A total of 1679 students were awarded PLA credits, an increase of 30% over the previous year.

Last year we provided consulting services in the area of Learning Outcomes by delivering, upon invitation, presentations and workshops about curriculum and program development at 15 institutions in order to build on the outcomes and assessment expertise that exists in BC. Fifty-four BC educators participated in a Centre-organized journey to Alverno College in Milwaukee where they learned about the abilities-based approach to education and the strong focus on assessment that Alverno has developed. Building on the successful Alverno experience, we supported the creation of THE EXCHANGE, which expanded the

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number of BC educators engaged in peer-based professional development activities. In partnership with Washington State educators, we developed the Pacific Northwest Learning-Centred Institutions Colloquium, which will involve four BC and two Washington institutions and their educational teams in an intensive, year-long project to explore the development of learning-centred practice across each institution.

Although the Centre's primary mandate under *Charting A New Course* is to work with colleges, university colleges, institutes and agencies, we recognize that universities are a key component of the broader public post-secondary system. Universities participated in many of our projects, either as individual faculty or staff members, individual institutions, or as a group. As well, through its work in Secondary to Post-Secondary Transitions, the Centre acts as a bridge in bringing secondary and post-secondary educators together to improve transitions for learners. We spearheaded a successful initiative in which educators from both systems worked together on an extensive review of the actual proficiencies or competencies that contribute to success in four post-secondary program areas. We also worked with the Ministry of Education on projects to improve career pathways in Business Education, Tourism, Arts and Culture and Information Technology and, working with the BC Council on Admissions and Transfer (BCCAT), we facilitated the participation of 50 secondary teachers on 68 post-secondary articulation committees.

To ensure that we operate as efficiently as possible, the Centre formalized a Shared Services Agreement with the Centre for Education Information Standards and Services (CEISS) for the sharing of costs and expertise associated with computer system networks and support, as well as the management of facilities, telephone, and security systems. The Centres also collaborate on certain recruitment and selection processes, policy and procedure development, maintenance and development of financial and payroll systems, sharing of database expertise and in-house computer system consulting.

Over the past year, the Centre has undergone significant organizational restructuring in order to become more service-oriented, integrated, flexible and cost efficient. Two corporate level management positions were collapsed into the position of Director of Management Services. A new Director of Education Services position integrates and leads four previous units (Curriculum Development, Prior Learning Assessment, Learning Outcomes and Secondary to Post-Secondary Transitions) and replaces four previous management positions. The management position in Marketing and Communications was eliminated and its functions will now be integrated into other positions. We have created a "Field Associate" concept, using a secondment model so that individuals throughout the province can work on Centre initiatives from their institutions on a quarter-time to full-time basis as consultants, presenters and facilitators.

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Effective communications with the field and our funders is important to us. The CEO and other Centre staff make regular visits to institutions, and participate on a number of advisory committees and provincial networks. We also communicate with the field through the Learning Quarterly, published four times a year; through C2T2 News, which provides information about educational initiatives, events and curriculum publications; and through a number of successful events and conferences. *Kaleidoscope 2000: Innovative Good Practice in Post-Secondary Education* is a province-wide conference being planned for next April in Vancouver, with over 400 delegates expected to attend.

During the past year we have begun to develop formal processes for collecting and reporting evaluative and client satisfaction information and for measuring outcomes of the Centre's programs, services, events and products. In 1999-2000 we will continue to monitor and report progress according to our Strategic Directions document, and we will further develop mechanisms for measuring and reporting on program outcomes. Reviewing our performance over the past year, we take pride in our accomplishments and in the directions we have set for our work in the future.

1998 – 1999 Highlights

- Developed a new corporate planning framework – *Strategic Directions: A New Emphasis for the Centre for Curriculum, Transfer and Technology*
- Completed 116 curriculum projects, started an additional 123 projects and produced 330 curriculum items which were made available either through OLA or directly through the Centre
- Re-negotiated an agreement with OLA for the reproduction and distribution of provincial curriculum products
- Maintained and developed the internationally renowned website: *Online Educational Delivery Applications: A Web Tod for Comparative Analysis*
- Worked with CEISS to administer, maintain and promote the Distributed Learning Course Directory which includes 1309 courses
- Supported Educational Technology Demonstration Teams which delivered 8 on-site workshops
- Implemented *Innovation Awards in Educational Technology* to recognize work being done in BC
- Organized *Connections '98*, a three-day conference on educational technology that attracted 500 participants.
- Managed the Safer Campuses and Gender and Diversity initiatives on behalf of MAETT
- Managed 16 developmental projects through MAETT's PLA Enhancement Grant Program

- Worked with the PLA network to produce resources such as *PLAR Quality Audit, Quality Assurance Kit, PLA Coordinator Guide* and a comprehensive *1997/98 PLA Annual Report*
- Participated in the development of Learning Assessment Network – BC to promote high standards in assessment research and practice in BC post-secondary education
- Organized a journey to Alverno College for 54 BC educators to learn about implementing an abilities-based, assessment-focussed curriculum
- Created THE EXCHANGE, a peer-based professional network involving 50 educators across the province
- Co-sponsored *Pacific Northwest Learning-Centred Institutions Colloquium* to recognize innovative work being done in learning-centred practice
- Provided customized consulting services in curriculum and program development at professional development events and workshops at 15 institutions upon invitation
- Organized an extensive review, with MAETT, MOE and 18 institutions, of proficiencies or competencies that contribute to success in post-secondary programs
- Worked with BCCAT to facilitate the participation of 50 secondary teachers on 68 post-secondary articulation committees
- Published four issues of the *Learning Quarterly* and two issues of the *C2T2 News*
- Developed a *Shared Services Agreement* with CEISS for the sharing of administrative costs and expertise to ensure the Centres operate as efficiently as possible
- PLA recognized in 234 programs
- A total of 1679 students awarded PLA credits

I. INTRODUCTION – Implementing A New Vision

The Centre for Curriculum, Transfer and Technology has experienced a busy and productive year of transition. With a new Chief Executive Officer hired in August 1998, a new vision, and a new set of strategic directions, the Centre has begun to make a number of significant changes that focus on providing high quality, integrated service to the public post-secondary system in order to improve learning opportunities. At the same time, we have successfully completed a wide array of the ongoing tasks which fall under our mandate, established under *Charting A New Course* and which provide valuable service to post-secondary institutions and the funding ministries. The purpose of the *1998/1999 Annual Report* is to summarize these tasks and achievements of the last year and also to underscore important shifts in direction.

In August 1998, the Board hired a new CEO, Devron Gaber, to implement a vision for the Centre as a service-oriented organization dedicated to innovation in teaching and learning. In September work began on the development of a new strategic approach to guide the work of the Centre with its system partners over the next few years. In order to gain the necessary feedback to ground the new directions in the reality of the post-secondary system and individual institutions, the CEO met with administrators, faculty, staff and students at institutions throughout the province and with representatives of other system agencies and the two primary funding ministries. As well, all Centre staff were invited to participate in an internal consultation process in which they reflected on existing practice and attempted to determine the kind of organization that the Centre should become in order to meet the expectations of system partners and funders while maintaining a challenging and fulfilling workplace environment.

From these extensive external and internal consultations, a document entitled *Strategic Directions: A New Emphasis for the Centre for Curriculum, Transfer and Technology* (Appendix 1) was produced. The document, endorsed by the Board, was distributed widely within the post-secondary system at the end of April 1999, and initial reaction to the document has been positive and supportive.

Through its new directions, as set out in the *Strategic Directions* document, the Centre committed itself to:

- provide high quality, value-added services to the post-secondary system that promote **innovations** in teaching and learning,
- promote and foster **collaboration** and the **sharing of good practice** amongst post-secondary educators and between the secondary and post-secondary systems,
- make leading edge **professional development** a key organizing theme in all the work it does,

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- provide maximum **flexibility and resp onsiveness** in meeting changing needs of system partners and government,
- assist institutions to build on, and **integrate**, successful innovations and integrate initiatives and activities within the Centre, and
- **generate revenue** from other sources through marketing of products and services while maintaining its primary commitment to the public post-secondary system.

While reflecting new input gained from current external and internal consultations, the Centre's new directions also build upon the important work that has been carried out by the Centre over the past few years. We have developed and maintained close relationships with partners in the college, university college, institute and agency system, and with associates in the universities and secondary school systems. At any given time the Centre manages over 300 separate projects and initiatives for the Ministry of Advanced Education, Training and Technology (MAETT). As well, the Centre administers secondary to post-secondary transition projects funded by the Ministry of Education (MOE), and works as a partner with other funders on behalf of the post-secondary system.

The following report describes in detail the many projects which have been completed over the last year, or which are currently in progress, in order to show the magnitude of the work being performed successfully by the Centre. The report is organized according to the educational and operational units around which the Centre has been structured over the past year and provides a detailed description of the accomplishments of the Centre's five educational teams: **Curriculum Development**, **Educational Technology**, **Prior Learning Assessment**, **Learning Outcomes**, and **Secondary to Post-Secondary Transitions**. Key operational activities of the Centre are also highlighted. Wherever possible, the report describes the many benefits to the post-secondary system and the Ministry. As well, a number of Appendices and URL's, listed in the Table of Contents and indicated in the text, provide specific information on individual projects.

Because of the transitional nature of the year, and because many of our efforts have come to fruition in the first three months of the new fiscal year, we have structured the *1998/99 Annual Report* to cover a 15-month period between April 1, 1998, and June 30, 1999. The report includes activities that have been successfully completed in response to the 1998/1999 Management Letter from MAETT dated August 31, 1998 (Appendix 2), as well as other activities that were developed in response to the emerging needs of system partners and the changing directions of the Centre. Wherever appropriate to do so, activities are described in terms of both the 1998/1999 fiscal year and the period between April and June of the new year.

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Board of Directors

Mr. Danny Bradford	BC Government & Service Employees' Union
Dr. Ron Burnett	Council of Chief Executive Officers
Mr. Bob Enwright	Skills Development Division, Ministry of Social Development and Economic Security
Mr. Devron Gaber	ex officio
Mr. Dean Goard	BC Universities
Mr. Jaimie McEvoy	Canadian Federation of Students
Ms. Marian Meagher	Member at Large
Ms. Gail Miller	Canadian Union of Public Employees
Dr. Jerry Mussio	Ministry of Education
Mr. Stu Noble	Member at Large
Ms. Arlene Paton	Ministry of Advanced Education, Training and Technology
Dr. Neil Russell	Senior Instructional Officers' Committee
Ms. Maureen Shaw	College-Institute Educators' Association (Chair)
Mr. Ian Wickett	Advanced Education Council of BC
Mr. George Douglas	Industry Training and Apprenticeship Commission

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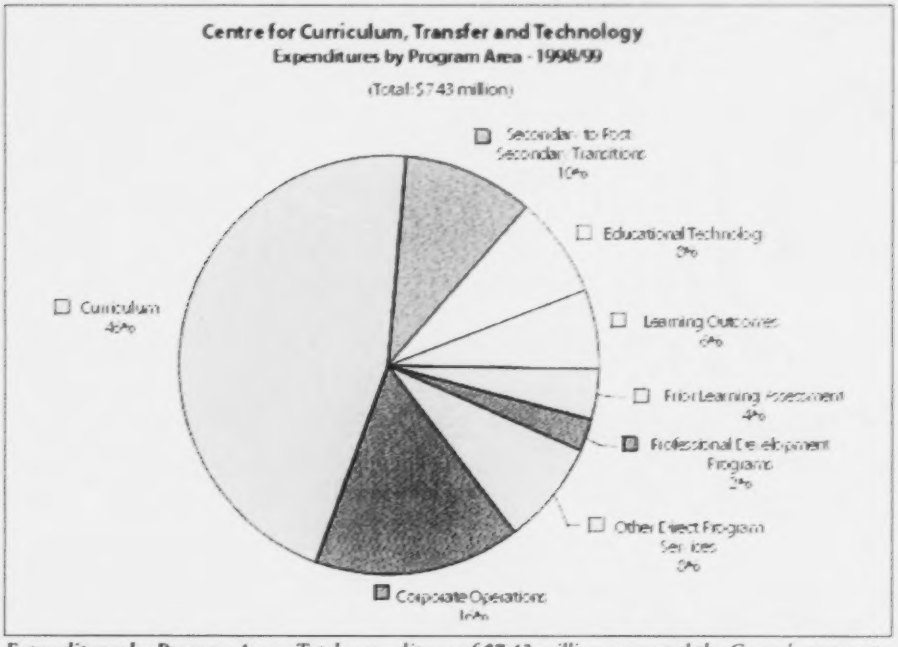
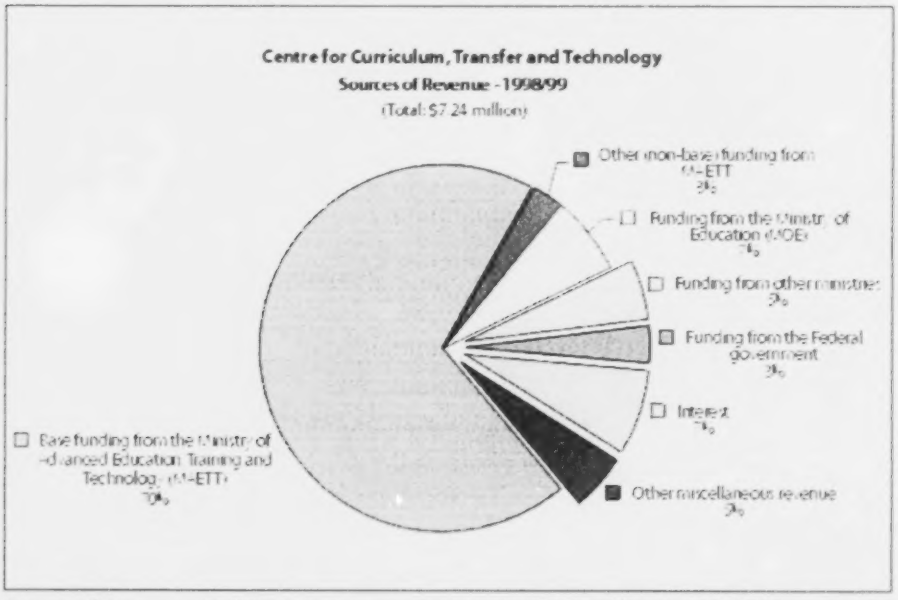

Centre for Curriculum, Transfer and Technology
Expenditures by Program Area - 1998/99
(Total: $7.43 million)
Secondary to Post Secondary Transitions 10%
Educational Technology 8%
Learning Outcomes 6%
Prior Learning Assessment 4%
Professional Development Programs 2%
Other Direct Program Services 8%
Corporate Operations 16%
Curriculum 46%

Expenditures by Program Area: *Total expenditures of $7.43 million supported the Centre's corporate operations and various program activities during 1998/99. The chart shows the proportion of funds spent in each of the major program areas and includes the cost of staff involved in the direct delivery of program services in these areas.*


Centre for Curriculum, Transfer and Technology
Sources of Revenue - 1998/99
(Total: $7.24 million)
Other non-base funding from (A-ETT) 3%
Funding from the Ministry of Education (AOE) 7%
Funding from other ministries 3%
Funding from the Federal government 3%
Interest 1%
Other miscellaneous revenue 3%
Base funding from the Ministry of Advanced Education, Training and Technology (AAETT) 70%

Sources of Revenue – 1998/99: *The Centre earned a total of $7.24 million in 1998/99. The two major funding ministries provided 80% of revenues while the remainder was earned from project work undertaken for the federal government and other provincial ministries as well as interest earnings on funds held for projects in progress.*

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II. ONGOING EDUCATIONAL ACTIVITIES – Service to the System

A. Curriculum Development

The primary function of the Curriculum Development team is to manage MAETT funded Provincially Initiated Curriculum (PIC), Locally Initiated Curriculum (LIC) and other identified curriculum projects and to provide related support services. In addition, the Curriculum Development team manages a number of professional development activities as well as projects from other provincial ministries, the federal government and the private sector. (Curriculum project statistics are for the 1998/1999 fiscal year and not for April to June, 1999).

Provincially Initiated Curriculum (PIC) and Locally Initiated Curriculum (LIC) Projects

The Centre manages the sub-contracting for curriculum development work according to project specifications supplied by the Ministry. During the past year the Centre staff continued to consult with MAETT staff to facilitate the timely development of project specifications and implementation of projects funded in the current and previous years. The additional staffing resource provided by MAETT as one-time funding in 1998/1999 enabled Centre staff to place a concerted effort on completing a number of outstanding projects and implementing projects funded in previous fiscal years. Table 1 summarizes information on the projects managed by the Centre, and lists of project titles have been provided in appendices as identified in the text. Appendices 3 – 15 are available at the following URL: http://www.ctt.bc.ca/curric/curric_append.html

In 1998/1999 the Centre received $650,000 to fund 29 new PIC projects. Twenty of these projects were started and two were completed before the fiscal year end (Appendix 3). At the end of the fiscal year, the remaining nine projects were either in the process of being sub-contracted or waiting for project specifications from MAETT. Examples of projects funded in this fiscal year include Comprehensive Planning for Financing Your Education, BC Aboriginal Forestlands: Title and Rights Resource Manual, and Provincial Level ABE – Technical and Professional English.

During the 1998/1999 fiscal year the Centre continued to manage PIC projects funded in previous years. Forty-five projects were completed (Appendix 4) and work started on an additional 20 projects as per specifications supplied by MAETT (Appendix 3). Centre staff continue to manage another 43 projects started prior to April 1, 1998 (Appendix 5).

In managing the process and funding for the development of Locally Initiated Curriculum (LIC), the Centre worked with the Deans' Curriculum Committee who approved a total of 26 projects for the 1998/1999 year with $250,000 funding (Appendix 6). Once the projects have been approved, post-secondary institutions have 18 months to complete LIC projects. A variety of projects, such as Upgrading Access to Recreation Leadership, Student Manual for Fire Officer Program, and Online Resources for Writing in the Disciplines were approved in 1998/1999. See Table 1 and Appendices 7 and 8 for the LIC projects completed and those under development.

Other Projects funded by MAETT PSED

During the 1998/1999 fiscal year, the Centre completed work on 19 other projects funded by MAETT, some of which were started in this fiscal year (Appendix 9). In addition, the Centre started work on another 40 projects funded by the Ministry and work also continues on another 6 projects started prior to April 1, 1998 (Appendices 10 and 11). Projects include funding for such initiatives as Safer Campuses, Supported Child Care, ABE Initiatives and Literacy-related projects.

As part of the **Safer Campuses Initiative** the Centre managed a Call for Proposals process that resulted in 22 projects at colleges, university colleges, institutes and universities. These projects are included in Appendix 10. As well, the Centre managed activities for the **Gender and Diversity Initiative** of MAETT. This work included providing training and networking events for Gender and Diversity facilitators and for Harassment and Human Rights Practitioners at post-secondary educational institutions.

Projects Funded from Other Sources

During the 1998/1999 fiscal year the Centre continued work from previous years on a number of educational initiatives funded by other sources. Currently other sources of funding include the Industry Training and Apprenticeship Commission (ITAC), the Skills Development Division of MAETT, the Ministry of Children and Families, the Ministry of Forests, Human Resources Development Canada (federal) and the Department of Indian and Northern Affairs (federal).

This work included two projects in the Multilateral Task Force Initiative funded by the Ministry of Children and Families and nine projects using the Skills Development Division of MAETT Strategic Initiatives funding. The Aboriginal Land Stewardship Initiative, funded by the federal government, started work on two projects. Five projects were handled in the Assessment, Counseling and Referral Initiative, also funded by the federal government. A listing of specific project titles and the funding sources are found in Appendices 12, 13 and 14.

Staff at the Centre submitted proposals to and met with ITAC representatives regarding a partnership that would continue the Centre's historic role in providing value-added services in the development of apprenticeship curriculum and other materials. The proposals stressed the integration of prior learning assessment, secondary school transitions and technology applications into the curriculum development model.

During the fiscal year, staff at the Centre continued to work on ITAC projects previously funded by the Ministry. New work was begun on 11 projects and four projects were completed. At fiscal year end work was continuing on 13 projects (Appendix 15).

Table 1: Summary of Curriculum Project Work for 1998/1999

	# Started	# Completed	# Other Continuing
1998/1999 PIC Projects	18	2	9*
Pre-1998/1999 PIC Projects	20	45	43
1998/1999 LIC Projects	26	0	26
Pre-1998/1999 LIC Projects	0	18	30
Other PSED Projects	40	19	6
ITAC Projects	9	4	5
Other Projects (excluding ITAC)	10	28	15
TOTALS	123	116	250

*Projects for which contracts had not been issued

Product Distribution and Licensing

The Centre assisted the Ministry in negotiating a license agreement between the Centre and the Province through the Ministry of Finance and Corporate Relations which expires June 1, 2003. This agreement gives the Centre the exclusive right to reproduce, distribute and sell all curriculum products funded by the Ministry.

The **Open Learning Agency** (OLA) reproduces and distributes provincial curriculum products for the Centre under the authority of a licensing agreement which was negotiated in the spring of 1998 and expires March 31, 2000. Key activities for 1998/1999 included:

- 262 new and revised items were published
- approximately 1,400 items were available for sale as of March 31, 1999 (Appendix 16)

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- through the use of demand forecasting and electronic publishing, OLA was able to reduce the value of stock on hand by 30% to approximately $250,000
- 17,232,898 pages were printed (down 11% from 1997/1998) and 22,086,363 pages were sold (down 3% from 1997/1998)
- 339,974 items were sold (up 3% from 1997/1998)
- BC customers purchased 87% of the items sold and most of these customers are from BC public post-secondary institutions
- $53,490 royalty was remitted to the Centre by OLA for sales to customers outside of BC

The provincial, local, and added curriculum products that are not sold via OLA are either distributed in limited quantities free of charge, catalogued for loan from the Centre, made available on the web, or provided to BC public post-secondary institutions in electronic format. Key activities for 1998/1999 included:

- 10 curriculum products were made available through the Centre's website
- 60 curriculum products were catalogued and made available for loan

The **Advanced Education Media Acquisitions Centre** (AEMAC) is operated by Langara College through annual MAETT funding of $450,000 under contract with the Centre. AEMAC determines provincial priorities for video and instructional software programs and acquires duplication rights for the BC public post-secondary institutions. Key activities for 1998/1999:

- catalogue made available on the Web at URL: http://webpac.langara.bc.ca/aemacclient.html
- licenses for 110 new and 196 renewed video programs negotiated
- renewal of license for Maple math instructional software and other software negotiations begun
- consultation with the Centre, Articulation Committees and the Media Librarians regarding provincial priorities
- continued development and sharing of copyright expertise

See Appendix 17 for the Annual Report from AEMAC.

Professional Development and Consultation

The Centre provided support for and co-managed the provincial **Instructor Diploma Program** (IDP) through a contract with Vancouver Community College, and a Centre representative served as chair of the provincial IDP Steering Committee. During 1998/1999 there were 2,676 course registrants in the program. Of the 182 courses offered, 94 courses were offered at 23 locations outside of the Vancouver area and 89 courses were offered at 14 locations within Greater Vancouver. In addition, 213 participants completed their final assignment

and were eligible to graduate. There was an unusually high demand for the program this year which may have been driven by the provincial accreditation requirement that all private colleges have qualified instructors by the year 2000.

We supported and co-managed the provincial **Native Adult Instructor Diploma** (NAID) program through a contract with the Association of Aboriginal Post-Secondary Institutes (AAPSI). During 1998/1999, the Centre assisted AAPSI in reinstating this program which had been on hold until the reopening of the AAPSI office in the winter of 1999. Confirmation of records indicated that 61 individuals had completed the program in 1997/1998 and were eligible to receive NAID certificates.

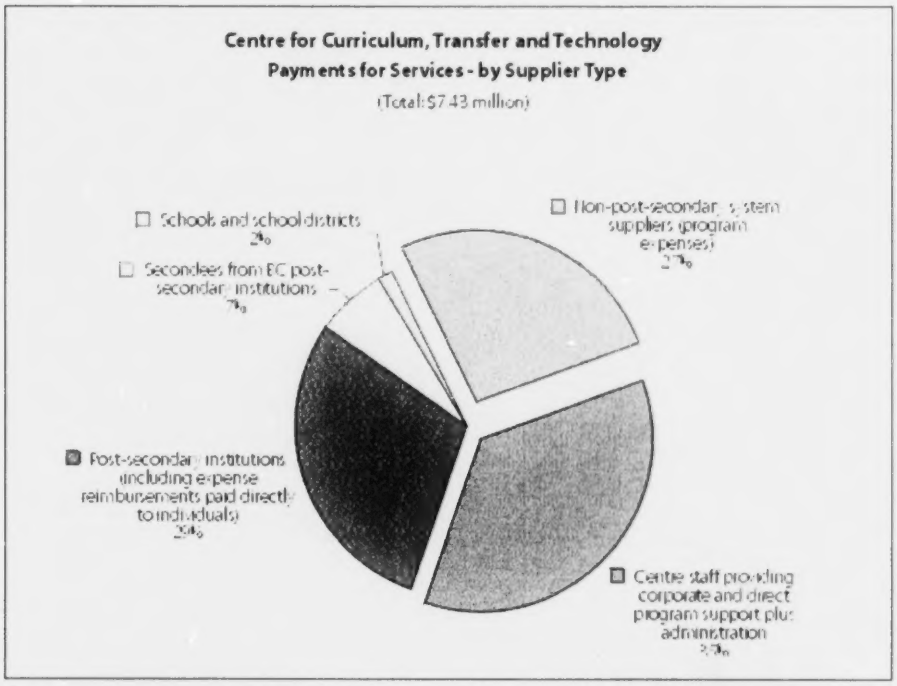
Several other system-wide professional development services were supported and managed by the Centre. Three annual events were held for the inter-institutional **Instructional Skills Workshop** (ISW) network including the Fall and Spring Institutes and the provincial event for training new ISW facilitators. Centre staff also provided advisory assistance to institutional ISW coordinators about their on-site ISW programs. As well, the Centre managed the delivery of the **Great Teaching Seminar**, the **Chairs Development Institute** and the **Pacific Management Development Institute**.

The Centre provided support and consultative assistance to institutional Professional Development coordinators at colleges, university colleges, institutes and universities and coordinated two meetings of the **University/College/Institute Professional Development Committee** (UCIPD). As well, the Centre established and managed several listservs to support the Safer Campus, Gender and Diversity, ISW, IDP and UCIPD networks.

Many consultative services were provided to the public post-secondary sector, including answers to questions about curriculum funding processes, information on projects in process and details on completed projects. Curriculum staff also attended a variety of articulation meetings, and served on committees such as: the Adult Education Program Articulation Committee, the Association of Aboriginal Post-Secondary Institutes, the British Columbia Centre for International Education Professional Development Committee, the Canadian Vocational Association and the Colleges and Institutes Library Services for the Print-Impaired Committee. Centre staff also worked with the Advanced Education Council of BC (AECBC) to prepare a provincial document to guide AECBC Board member orientation activities.

Recent Developments

- The Centre held a call for proposals and the Deans Committee selected 21 Locally Initiated Projects with $250,000 1999/2000 funding.
- The Centre has completed 5 more ITAC projects in the last three months. Negotiations continue with ITAC regarding the future role of the Centre with curriculum development.
- The Instructor Diploma Program processed 213 certificates for graduates and the Centre assisted Vancouver Community College in preparation for their annual graduation event.
- The Native Adult Instructor Diploma program processed 61 certificates for graduates and the Centre assisted in preparation for the NAID graduation.
- UCIPD began a small scale study of institutional mechanisms in place to coordinate on-site professional development services at 18 post-secondary institutions. The study will be completed in the fall of 1999. Several members of the UCIPD committee are serving on the advisory committee.


Centre for Curriculum, Transfer and Technology
Payments for Services - by Supplier Type
(Total: $7.43 million)
Schools and school districts 2%
Secondees from BC post-secondary institutions 7%
Non-post-secondary system suppliers (program expenses) 27%
Post-secondary institutions including expense reimbursements paid directly to individuals) 26%
Centre staff providing corporate and direct program support plus administration 37%

Payments for Services - by Supplier Type: *Thirty-eight percent of all funds spent by the Centre during 1998/99 were used to purchase services from post-secondary and secondary institutions. This includes funds paid directly to individuals within institutions to reimburse them for travel and other expenses that support the Centre's programs. The Centre's policy is to contract services from within the post-secondary system wherever possible and to use other service providers only when necessary.*

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B. Educational Technology

The Educational Technology team works with BC educators to help them use technology to provide students with flexible access to quality learning experiences.

Professional Development and Support

In May 1998, the Centre organized a three-day conference on educational technology entitled ***Connections '98***. Nearly 500 people attended over 100 concurrent sessions, 19 hands-on labs, a tradeshow and 7 pre- and post-conference workshops. These sessions provided the system with training and professional development, wider dissemination of information and opportunities for collaboration (Appendix 18).

We continue to support and work with the **Educational Technology User Group** comprised of nearly 400 educational practitioners from the post-secondary system (university and college sectors). At their November 1998 meeting, 60 educators learned about publishing, online teaching, and copyright and intellectual property. Over 25 sites and 80 people participated in the October 8, 1998, audio conference on Video over Internet Protocol as part of a PLNet initiative. As well, the Center maintains two electronic discussion lists for the User Group: video conferencing and online instruction. The discussion lists provide an opportunity for ongoing communications and sharing of good practice.

The Centre supports the **Educational Technology Demonstration Teams**, comprised of Centre staff and post-secondary educators, whose purpose is to provide professional development workshops to institutions upon invitation. The 'demo' workshops are an excellent opportunity to share good practice and include such topics as online teaching, instructional design, digital equipment, video conferencing and presentation software. In 1998/1999, the Centre supported eight 'demo team' workshops (College of New Caledonia, Emily Carr Institute of Art and Design, Institute of Indigenous Government, Nicola Valley Institute of Technology, Kwantlen University College, North Island College, Selkirk College, Vancouver Community College), and two conference presentations (Connections '98 and Naramata '99). The workshops generally had 15-30 people in attendance over a one-to two-day period.

We work closely with and coordinate the **Educational Technology Coordinators Network** to share (via an electronic discussion group on the Centre's website) information about developments in educational technology at the institution and system-wide level, and to identify solutions to common problems.

The Centre, co-sponsored by the Office of Learning Technologies (Ottawa), worked with educational practitioners in four disciplines (Culinary Arts, Geography, Business and ESL) to develop the website ***Online Educational Resources***, an online database to evaluate teaching resources (Appendix 19). The

project report, being prepared by the Centre for release in the fall of 1999, discusses how the online database was developed and identifies options for sustainability, scalability and maintenance of the project. The next steps are to work with volunteers from the four disciplines listed above and from other disciplines to collect and validate discipline-specific resources and maintain and expand the database. URL: http://www.ctt.bc.ca/edtech/oer

The Centre co-sponsored and organized, in conjunction with the Office of Learning Technologies, the workshop session ***An Introduction to Online Teaching*** On March 26, 1999, two experts in the field of online instruction from the University of Alberta in Edmonton presented to approximately 100 educators in four sites via video conference (University College of the Cariboo, Camosun College, College of the Rockies, and Justice Institute of BC) on how to transfer the benefits of classroom teaching to the online experience.

Centre staff co-presented and organized with the Open Learning Agency a web-based activity, using streaming video as the delivery method, to present information on the Instructional Management Systems Project, which proposes standards for the development of educational software resources.
URL: http://www.ola.bc.ca/sprcamp99/index.html

The Centre worked with BCCAT to identify how articulation committees currently use and could improve their use of telecommunication technologies for articulation meetings and ongoing communications. Part of the project involved organizing a video conference session for the Practical Nursing Articulation Committee and piloting an electronic discussion list for the English as a Second Language Articulation Committee. The outcome of the project will be reported to BCCAT in the fall of 1999.

The Centre implemented a new awards program entitled ***Innovation Awards in Educational Technology*** in order to recognize some of the stellar work being done in BC (Appendix 20). The call for nominations was widely distributed across the Province. Thirty-five nominations were received from the BC public post-secondary system. The 1st annual awards, which recognized three award categories, were presented at Spring Camp in May 1999. Plans for next year's program begin in the fall of 1999. URL: http://www.ctt.bc.ca/edtech/awards/

Evaluation

The Centre developed a model to provide BC post-secondary educators with ongoing skills development in the practice of educational technology and distributed learning. This process will ensure that learners receive quality learning experiences when they use technology to access education. The process systematizes the widespread distribution of good professional development materials and activities, the latest research findings, and simple tools for technology project assessment and revision. It includes coordination and

integration with existing professional development activities across BC at both the system and institutional level. This project is seen as a model for other provinces and regions, and was developed in consultation with the Association of Canadian Community Colleges and the TeleLearning Research Network. The project was supported by funding from Industry Canada.
URL: http://www.ctt.bc.ca/edtech/cip/

The Centre continues to maintain and develop the internationally renowned site: ***Online Educational Delivery Applications: a Web Tool for Comparative Analysis*** (Appendix 21). This site evaluates different online application packages, providing evaluative information to educators, administrators and technical personnel who are making decisions about what product to implement at their institution. In 1998/1999 this site garnered approximately 5,000 hits per month (up from last year's average of approximately 3,500 hits per month).
URL: http://www.ctt.bc.ca/landonline/

Learner Support

During 1998/1999 the Centre worked with the Centre for Education Information Standards and Services (CEISS) to administer, maintain and promote the **Distributed Learning Course Dir ectory** (DLCD). The DLCD is a useful student resource which provides a database of credit courses offered via distributed learning or by distance education at BC public post-secondary institutions. Twenty institutions now contribute to the directory, including the University of Northern BC.

The DLCD lists 1309 courses, including 177 courses delivered via online technologies. The directory ensures that institutions find ways to gather and transfer data on distributed and distance learning opportunities into a common format easily accessible by students and educators. It is expected that the University of Victoria and Royal Roads will contribute their courses to the database over the summer of 1999. The Centre is working with the University of British Columbia and the Technical University of BC regarding their potential contribution to the database. Simon Fraser University will be approached in the fall of 1999.

The DLCD includes a selection of student resources including advising and registration information, career information and resources on how to learn online effectively. These learner resources will continue to be updated and expanded. For the month of June 1999 the DLCD received an average of 621 hits per day. URL: http://dlcd.ctt.bc.ca

Planning, Policy Development and Consultation

The Centre worked closely with the Educational Technology Working Group in drafting the environmental scan and recommendations sections of the **Educational Technology Policy Framework: A Multi-year Educational Technology Strategy for British Columbia's College, Institute and Agency System.** This document is being prepared for the Standing Committee on *Charting a New Course* for presentation to the Ministry. The document is expected to be released in fall 1999.

The Centre's **Educational Technology Institutional Planning Team** met with four institutions (Emily Carr Institute of Art and Design, Institute of Indigenous Government, Nicola Valley Institute of Technology, and Selkirk College). The role of the Planning Team is to work with institutional representatives to incorporate educational technology into their strategic planning process. The team has also given a number of successful presentations (e.g. Connections '98 and Spring Camp '99) on Educational Technology Planning. Drafts of the document *Educational Technology Planning: A Framework* were distributed and mounted on the website for feedback. Five hundred copies of the final document will be distributed widely in September 1999 (Appendix 22).
URL: http://www.ctt.bc.ca/edtech/framework.html

The Centre has also actively served on and provided input to a number of committees and organizations:

- the Distributed Learning Working Group (comprised of representatives from the three Senior Officers' Committees in the college, university college and institute system).
- the Provincial Learning Network's sub-committee on Interactive Video Conferencing for which the Centre gathered data from the BC public post-secondary system identifying extent of the use of video conferencing and future trends.
- MAETT's Infrastructure Resources Committee providing advice on technology sustainability and infrastructure.
- the Community Access Project (CAP) which ensures BC participates in the federally funded opportunities for regional connectivity to telecommunications.

Recent Developments

The Centre organized a 2-day workshop on educational technologies called Spring Camp '99 in May 1999 which was designed as a professional development opportunity for the BC Educational Technology User Group and other BC educators. The workshop included 2 day-long tours of Educational Technology projects and labs and over 20 concurrent sessions. The sessions included such topics as online teaching and learning, instructional design, effective use of

educational technologies, video conferencing, incorporating graphics and animation onto the web. Approximately 170 people attended Spring Camp '99 (Appendix 23). URL: http://www.ctt.bc.ca/edtech/scamp.html

We have been a key player in partnership with the Advanced Education Media Acquisition Centre (AEMAC) in developing a provincial licensing agreement for WebCT for the post-secondary system. During 1998/1999 the network of Educational Technology Coordinators was surveyed to identify desirability of a provincial license for WebCT. Interest to date in the provincial licensing program has been flagged by nine colleges and one university. AEMAC has negotiated the license fees and set up the billing process. The WebCT Provincial Licensing program starts in September 1999. A group of educational technologists are working collaboratively with the Centre to identify ways to support students using WebCT.

C. Prior Learning Assessment

Prior Learning Assessment (PLA) assists educators to build systematic processes that enable individuals to earn credit and recognition for the skills and knowledge that they already possess. Our PLA team works in collaboration with system partners and with other Centre teams to support and enhance flexible assessment practices at BC post-secondary institutions.

During the past year the Centre was involved in a number of projects and activities related to evaluation and quality assurance; planning, consultation and professional development; development of resources, information management, national and international liaison, and management of enhancement grants.

Evaluation and Quality Assurance

The 1997/1998 **PLA Annual Report** (Appendix 24) was completed and distributed broadly. URL: http://www.ctt.bc.ca/PLA/plapubs.html. Its key findings include:

- A total of 1,679 students were awarded PLA credit, as reported by institutional coordinators. This is an increase of 30% over 1996/1997.
- A total of 233 PLA FTEs (6,984 credits) were reported.
- A total of 26 institutions offered PLA programs and services in the 1997/1998 academic year, an increase of 5 institutions from 1996/1997.
- PLA credits were awarded in 234 programs across all institutions.
- Approximately 4,000 people participated in 235 PLA training and information sessions offered by post-secondary institutions, Centre staff and the PLA consultant.

The institutional PLA Activity Report form was revised to improve data collection and analysis procedures in preparing the PLA Annual Report for 1998/1999. URL: http://www.ctt.bc.ca/PLA/plapubs.html

The PLA team assisted MAETT with such issues as PLA FTE reporting and financial aid guidelines and completed the system review and approval of the **PLA Implementation Guidelines** with input from many constituents, including the Board of the Centre, and with the support of BCCAT. The Guidelines were sent to MAETT on August 24, 1998, and assistance was provided to MAETT for distribution of the Guidelines this spring (Appendix 25).

The Centre supported the development of **quality assurance strategies and resources** for the ongoing formative evaluation of PLA in the following ways: URL: http://www.ctt.bc.ca/PLA/plapubs.html

- The PLA Steering Committee (PLASC) established a Research sub-committee to prepare a PLA Research Framework document approved by the PLASC for circulation to the system in July 1999 (Appendix 26). Research activities defined in the framework will focus primarily on the nature and extent of PLA in BC, impact on learners, impact on institutions (sustainability of PLA), continuous improvement and impact of PLA on other stakeholders.
- The PLA Research Sub-committee began design of a provincial research project,"PLA Student Survey: A Cross-institutional Project", to be completed by spring 2000 (Appendix 27). The project will provide valuable information from the students' perspective about the quality of services associated with the delivery of prior learning assessment.
- Initial discussions were held with CEISS about PLA data collection within their Data Warehousing Project.

Planning, Consultation and Professional Development

The Centre provided planning and secretariat support, in consultation with Committee Chairs, for three Steering Committee meetings and two meetings of the Institutional PLA Coordinators' Working Group (ICWG). Membership of the two committees includes colleges and universities and is listed in Appendix 28. URL: http://www.ctt.bc.ca/PLA/pla_contacts.html. We also provided information and consultation throughout the year to PLA Coordinators at 26 post-secondary institutions to support institutional PLA initiatives. This included discussing and reviewing progress plans and making recommendations for continuous improvement.

We arranged for on-site PLA consultation and/or assistance, upon invitation, at the following seven institutions: University of British Columbia, Justice Institute of BC, Camosun College, Open Learning Agency, Malaspina University-College, Langara College and Okanagan University College. As well, procedures to encourage informal mentoring among PLA Coordinators were developed.

The Centre participated in the development of the **Learning Assessment Network-BC** (LAN-BC) by contributing to four Advisory Committee meetings, managing the contract with Simon Fraser University for project activities and providing support for the LAN-BC Inaugural Symposium held on May 18/99. The purpose of LAN-BC is to promote high standards in assessment research and practice in BC post-secondary education.

We also encouraged PLA Coordinators to participate in the Learning Outcomes Exchange network, the BC-Washington Assessment Conference and the November 1999 conference of the Council for Adult and Experiential Learning (CAEL), to be held in Seattle.

Resources

Five reports were developed and distributed in consultation with the field:

- ***Doing the Right Things Right: A 1998 Quality Audit*** (Appendix 29) – assesses progress in British Columbia towards achieving public policy goals related to positive change in education
- ***Quality Assurance Kit*** (Appendix 30) – provides a valuable resource for practitioners, administrators and policy-makers to review, monitor and improve the quality of the services associated with the delivery of prior learning assessment
- ***Douglas College Inventory of PLA Activities*** (Appendix 31) – provides information about how Douglas College used a survey instrument for PLA developmental purposes as well as for data collection
- ***Qualitative Analysis of the PLA Process at Malaspina University-College*** (Appendix 32) – provides a detailed analysis of the PLA process at Malaspina University-College and reports on a small-scale transcript review conducted at Malaspina using data from 1996/97
- ***PLA Coordinator Guide*** (Appendix 33) – provides a detailed description of the roles and responsibilities of PLA Coordinators

Abstracts are posted on the website (http://www.ctt.bc.ca/PLA/plapubs.html) for these five new products. A **Draft Learner Brochure** was developed, to provide information to potential PLA candidates, for distribution in the fall of 1999.

Information Management

This past year we have developed and enhanced databases on PLA projects, products and institutional activity for reporting out on PLA accomplishments in BC. We set up a new **Provincial PLA listserv** at the Centre to replace the listserv administered at BCIT. Promotion of this new listserv led to a 20% increase in active membership.

National and International Liaison

The Centre provided complimentary copies of the Quality Assurance Kit, as well as information about PLA in BC, to the Manitoba PLA Network for their conference "PLA in Action". We also provided free consultation to a visiting Manitoba delegation. In addition, we maintained contact with and sought information on PLA-related projects from the Canadian Association for Prior Learning Assessment (CAPLA), the Council for the Advancement of Experiential Learning (CAEL) and Edison State College and the American Council on Education.

We have participated in two meetings of the national planning committee for the **PLAR 99** forum, sponsored by the Canadian Labour Force Development Board and Human Resources Development Canada. The forum is being held in Vancouver, November 14-17, 1999. We helped plan an "expanded BC Caucus" meeting to identify ways that British Columbia could actively support, promote and contribute to the success of PLAR 99, and we developed a detailed workplan for PLAR 99, which included methods of encouraging maximum participation of BC educators and sponsorship by government. Approximately 65 BC personnel will be involved in providing 32 sessions at the PLAR 99 Forum (Appendix 34)

PLA Enhancement Grants

The Centre worked with MAETT to develop criteria and funding allocation processes for PLA Enhancement Grant Program. The program is supporting 16 projects, at 16 different institutions, to assist public post-secondary institutions in positioning themselves to increase delivery of PLA services in new and integrated ways. Contracts were developed for the 16 projects selected, allocating the $250,000 available through the program (see Appendix 35 for project listing). Ongoing support has been provided for institutional coordinators of PLA enhancement grant projects, including consultative assistance in conducting activities and editorial advice in preparation of reports. The review of interim reports for PLA Enhancement Grant projects is underway in anticipation of final project reports due in the fall of 1999.

Recent Developments

- Collection and initial analysis of institutional PLA Activity Reports as first step in preparing the PLA Annual Report for 1998/1999 which is due for distribution in January 2000.
- Work begun by PLA Steering Committee on ways to monitor and support the institutional operationalization of the PLA Implementation Guidelines distributed by MAETT this spring.
- Support provided for one PLA Steering Committee meeting and one Institutional Coordinators' Working Group meeting this spring.

The ICWG meeting included a professional development seminar on learning-centred institutions.

- PLA Publication Listing developed (see Appendix 36) for circulation both within and outside BC. These PLA products are either available through OLA for purchase or posted on the Web. URL: http://www.ctt.bc.ca/PLA/plapubs.html
- Plans underway to support Phase 2 of the LAN-BC project activities for the fall and winter of 1999 and early spring of 2000
- Participation in national meeting in April 99 to discuss ways to provide support for PLA initiative across Canada after windup of CLFDB in December 1999.

D. Learning Outcomes

The Learning Outcomes team works collaboratively with post-secondary educators to help them develop a learning outcomes approach to curriculum and program development and to assessment appropriate to their student needs. The unit works closely with educators to build on the expertise that exists in BC and to make possible an open sharing of that expertise.

Professional Development

Over the last year, The Learning Outcomes team has put effort into developing evolving forms of professional development which involve ever-increasing numbers of educators in discussions about the role of learning outcomes and assessment in teaching and learning.

Alverno College in Milwaukee has been developing and implementing an abilities-based, assessment-focused curriculum over the last few decades and is now a world leader in the learning outcomes approach to post-secondary education. From June 22 to June 26, 1998, 54 educators from BC attended Alverno College's 22nd Annual Workshop on Outcomes and Assessment–as-Learning. The Centre sponsored the learning outcomes coordinator from any institution that was also willing to support at least one other attendee. The response was outstanding, with many institutions sponsoring more than one attendee. Thus, the Centre was able to expand the number of educators working on outcomes at the institutional level, and BC had an excellent contingent of faculty and administrators to learn from the Alverno experience.

To realize the maximum gain from the Alverno workshop and to ensure continued development of good practices within BC, the Centre supported the creation of **THE EXCHANGE** (Appendix 37), a peer-based professional development network made up primarily of educators who had attended Alverno. The first meeting was held October 2nd with approximately 50 people from across the province. Discussions focused on the identification and development of province-wide projects on outcomes and assessment. Through

teleconferencing and email the various sub-groups established ways to promote and explore the implications of a learning-centred, abilities-based approach to education throughout the BC post-secondary system. URL: www.ctt.bc.ca/lo

The Centre, as part of the Pacific Northwest Learning Collaborative, is sponsoring the **Pacific Northwest Learning-Centred Institutions Colloquium** (Appendix 38). The purpose of the Colloquium is to recognize innovative work being done in developing and disseminating strategies for learning-centred practice. This is an inter-institutional, international professional development activity which will include four institutions from BC and two from Washington State in an intensive year-long project involving teams of individuals from each institution, representing faculty, staff, students and administrators. A nine-member selection team representative of BC constituency groups met on March 29, 1999, and chose four institutions from BC: Camosun College, College of New Caledonia, College of the Rockies and Malaspina University-College. Pierce and Bellevue Colleges from Washington State will join these four BC institutions in the Colloquium. URL: http://www.ctt.bc/colloquium

Customized Consulting Services

The Learning Outcomes team was invited by educators from a number of institutions to assist with curriculum and program development and to make presentations at organized professional development events. Workshops and presentations varied considerably in topic and emphasis and were grounded in local circumstances and expressed need. The provision of such consulting services increased throughout the 1998/1999 fiscal year and beyond as more institutions asked the Centre for individual assistance. This customized, consulting model is a key component of the Centre's new strategic directions.

Workshops were given and presentations made at 15 institutions: Emily Carr Institute of Art and Design, Okanagan University College, College of New Caledonia, College of the Rockies, Northern Lights College, North Island College, Langara College, Capilano College, University College of the Cariboo, Douglas College, Camosun College, Selkirk College, Nicola Valley Institute of Technology, Open Learning Agency, and Royal Roads University.

Working with Students and Student Groups

In this past fiscal year, the Learning Outcomes unit worked with students and student groups to research concerns about quality and relevance in post-secondary education. Included in this were the following:

- Preliminary work with the Canadian Federation of Students to document concerns and to review student focus groups data from Advanced Education Council of BC archived *Charting A New Course* materials.

- Inclusion of student representatives in the development of the Learning-Centred Institutions Colloquium invitation, selection of BC institutions and pre-Retreat institutional visits.
- Customized consulting work with institutions including meeting with groups of students to draw on their experiences of learning as an impetus for rethinking teaching and assessment practices. See Learning Outcomes Coordinators reports on website. URL: http://www.ctt.bc.ca/lo/framescoordin.html

Working with Organizations Outside BC

The Learning Outcomes team conducted collaborative work with organizations outside the BC post-secondary system to share knowledge and develop expertise. Examples of this collaboration work include participation in co-sponsoring two consecutive BC/Washington Conferences on Assessment in Higher Education with Washington State: ***Creating a Shared Vision: Connecting Teaching, Learning and Assessment*** (Appendix 39) in May 1998 and ***Assessment: Its Influence on Learning, Teaching and Institutional Effectiveness*** (Appendix 40) in May 1999. The conferences provided an opportunity for Educators from BC and Washington to engage in a collaborative, international exchange on innovative teaching and assessment strategies. In addition, in September 1998, two members of the Outcomes Team visited England to attend a conference on learning outcomes in higher education and then spent a short but intensive time studying the UK's "further education system", its assessment and accountability system, and its approach to key abilities.

Other Activities

The Learning Outcomes team was invited by the BC Council on Admissions and Transfer (BCCAT) to work on the Transitions Innovation Committee to discuss a learning outcomes approach to transfer initiatives, including the Associate Degree. The team also worked with the Centre's PLA team to develop the Learning Assessment Network-BC (LAN-BC) at Simon Fraser University in cooperation with UBC. We provided on invitation a keynote address to the founding conference of the CUPE Education Sector and a presentation at a CUPE staff event at Langara College.

Recent Developments

- Visits were held with each of the six institution teams to discuss Learning-Centred Institutions Colloquium expectations and individual preparation required prior to the inaugural retreat being held at Royal Roads University from August 22 to 25, 1999. The event will involve 75 to 80 participants.
- The second EXCHANGE meeting was held May 3 and 4, 1999. A total of 55 educators, including Learning Outcomes Coordinators, attended this professional development opportunity to explore ways of improving student learning by understanding essential abilities and related teaching and assessment practices.

E. Secondary to Post-Secondary Transitions

The mandate of the Secondary to Post-Secondary Transition team is to work with the Ministry of Education (MOE), Ministry of Advanced Education, Training and Technology (MAETT) and secondary and post-secondary educators to improve student transitions.

Proficiencies Reports

The Centre organized an extensive review of the actual proficiencies or competencies that contribute to success in post-secondary programs in English, Mathematics, Health Sciences and Human Services, and Business Administration. The project's assumption is that the current practice of stating entry requirements for courses or programs in terms of specific courses and letter grades is not providing sufficient information for students, or for their teachers, counsellors, and parents. Steering committees were struck in each of the four areas with membership consisting of secondary representatives, representatives from MAETT and MOE and staff and faculty from 18 colleges, institutes, university colleges and universities. A report has been completed for each of the four areas (Appendix 41) and distributed widely;
URL: http://www.ctt.bc.ca/transfer/trans_proficency.html

Secondary Representation on Post-Secondary Articulation Committees

Responding to the Ministry's call to find ways to link the secondary and post-secondary system in a formal way, the Centre, in co-operation with BCCAT, has facilitated the participation of over 50 secondary teachers on the 68 post-secondary articulation committees. The secondary representative on each committee is a full voting member and is responsible for ensuring that a knowledgeable secondary perspective is brought to the discussions and that information from the meetings is shared with other teachers of the same subject area.

Technology Education

The Technology Education suite of courses in the secondary system (drafting, electronics, metal work, woodwork, mechanics) has not been revised since 1977. In cooperation with MOE, the Centre developed a partnership with ITAC, MAETT, the BC Technology Educators Association and MOE to develop a comprehensive strategy to update the Technology Education courses and more closely link them to those in the post-secondary system. The Centre coordinated the production of *Towards a Signature Program: A Vision Paper for Technology Education in British Columbia* (Appendix 42);
URL: http://www.ctt.bc.ca/transfer/teched.html and its distribution to the secondary and post-secondary systems for comment.

The Centre, working under the direction of the Technology Education Working Group, organized the *Technology Education Design Forum* November 23-24 to discuss the Vision Paper. The forum was attended by 180 teachers, faculty, administrators, and industry representatives.. The Centre coordinated the production of the *Proceedings of the Design Forum* (Appendix 43); URL: http://www.ctt.bc.ca/transfer/transproc.html and the compilation of responses to the Vision Paper and distributed them to the secondary and post-secondary systems.

At the request of MOE, the Centre developed and distributed a Teacher's Guide for Grade 11/12 Electronics (Appendix 44), which MOE later recognized as provincially authorized curriculum. This curriculum was developed by secondary teachers, and college faculty and Ministry staff working from the Electronics Technician Common Core. The value of the curriculum has been endorsed by the Applied Science Technologists and Technicians of BC (ASTTBC) in industry validation meetings held in March.
URL: http://www.ctt.bc.ca/transfer/electron.html

Career Pathways: Business Education

The Centre represents MOE and MAETT on the Youth Entrepreneurship Development (YED) provincial committee which is a partnership between business and governments and which has a mandate to coor dinate planning for the support and development of youth entrepreneurship in the province. The YED developed and produced six regional workshops that encouraged community organizations to support youth entrepreneurship. Centre staff also participated in the Business Education Career Path Working Group and sponsored a project organized by School District #39 to match secondary learning outcomes in a variety of business courses with those at Langara and Capilano Colleges.

Career Pathways: Tourism

The Centre participates in the Tourism Career Pathway Working Group along with representatives from MOE, MAETT, the Pacific Rim Institute of Tourism (PRIT) and the Secondary Tourism Educators Group (STEG). The Centre contracted with PRIT to develop an updated version of Tourism 11/12 curriculum, validated by industry and articulated with college diploma programs. Centre staff also participated in the Memorandum of Understanding deliberations that produced a Human Resource Plan for the province in collaboration with ITAC, PRIT, Tourism BC, MAETT, MOE, and the Tourism Educators Consortium.

The Centre assisted in surveying cooks and chefs regarding career paths in the hospitality industry and in determining necessary changes to secondary and post-secondary curricula. This work was accomplished through participation in a

committee with representation from HRDC, the Hospitality Industry Education Advisory Committee (HIEAC), Simon Fraser University (SFU), ITAC and PRIT. A report has been produced by the committee and will be circulated to the industry and education and training facilities during the fall of 1999.

Career Pathways: Arts and Culture

The Centre provided project leadership to the Arts and Culture Career Transitions Working Group in collaboration with MOE and MAETT. An Arts and Culture Careers Partnership Committee represented by the secondary and post-secondary education systems, agencies and industry acted as a steering committee to inform and validate project activities.

The Working Group produced components for a Visual Arts Tool Kit to guide provincial and national resource development in the Visual Arts and a brochure focussed on the knowledge and skill requirements of Visual Art, Media Art, and Design programs. They also developed a web page, linked to the brochure, to provide provincial post-secondary Visual Art, Media Art, and Design Art program information including post-secondary entry requirements.

Career Pathways: Information Technology

The Centre provided project leadership to the Information Technology Career Transitions Working Group in collaboration with MOE and MAETT. Following up on thirty-two learning outcomes previously identified by post-secondary instructors, two assessment instruments were developed to assess learner readiness for entry to post-secondary Computer Information Technology, Computer Science and Business Management programs.

The two assessment instruments were piloted at six post-secondary institutions to provide a comparison of required with actual skills and knowledge. The pilot results report, ***Information Technology Assessment Results for Post-Secondary Entry to Computer Information Systems, Business Management and Computer Science Programs*** has been produced (Appendix 45), and will be posted on the website.

Communication/Consultation

Centre staff made presentations at the Pacific Northwest Tourism Educators Conference; Enterprise Edge Conference; Youth Entrepreneurship Forums in Squamish, Vancouver, Port Alberni; and the Implementation Forum for Information Technology. Centre staff also presented at or participated in numerous other provincial and national conferences and meetings dealing with career development and career information, including a Canada-wide discussion

on the establishment of a national framework for the development of national career information and resources to meet provincial/territorial career development needs.

Applied Academics

The Centre contributed one full-time staff member to the Centre For Applied Academics (CFAA) as part of MOE's commitment to linking activities in applied academics with career pathway and proficiency work. Centre staff assisted in the development of learning resources to support both teachers and students in the area of applied mathematics. This included working with classroom teachers to create 14 APPLY lessons in Grade 9/10 mathematics and 13 APPLY lessons in Technical and Professional Communications 12 and posting them on the CFAA website. Centre staff were also involved in organizing local Cardboard Boat contests for secondary students and posting the activity on the CFAA website.

Recent Developments

- Proficiencies Report presentations were made to the articulation committees for English, Mathematics, Nursing, Early Childhood Education, Long-Term Care/Resident Care, and Human Service Worker, as well as to the Deans and Directors of Health Science/Human Service programs and MOE. The Business Administration report was completed and circulated to the deans and directors and articulation committees for review.
- Work started on developing a comprehensive website for the Career Programs branch of MOE. The Centre is being contracted to develop this website, which will contain information on Career Development, Career Pathways, and a range of related information aimed at students, teachers, CAPP coordinators, and parents.
- The Centre hosted two meetings in May and June on the topic of Electronics. The purpose was to develop a credentialled pathway from secondary school to college certificate and diploma programs in conjunction with the articulation committees, colleges and institutes, the Applied Science Technologists and Technicians of BC (ASTTBC), the Centre, MAETT, MOE and ITAC.
- As part of the Youth Entrepreneurship Development committee, the Centre is coordinating the production of a guide for communities to aid them in setting up a coordinating group to develop youth entrepreneurship across the province. The guidebook is expected to go to the printers at the end of the summer.

F. Participation of Universities in Centre-Sponsored Activities

The Centre was created as a result of *Charting a New Course: A Strategic Plan for the Future of British Columbia's College, Institute and Agency System.* It is primarily involved in working with colleges, university colleges, institutes and agencies. However, universities are also a key component of the broader public post-secondary system, and many of the projects and initiatives in which the Centre is involved have universities participating in them. Table 2 provides a brief summary of the level of university involvement, either as individual faculty members, as individual institutions, or as a group of universities.

Table 2: Participation of Universities in Centre-Sponsored Activities

	Level of Involvement						
Project or Activity	**Other**	**UBC**	**SFU**	**UVic**	**UNBC**	**RRU**	**TUBC**
PLA Steering Committee	TUPC and CUFA*						
PLA Institutional Coordinators' Working Group		✓	✓	✓	✓	✓	
University/College/Institute Professional Development Committee		✓	✓	✓			
Safer Campuses		✓	✓	✓	✓		
Curriculum Project Contracts		✓	✓	✓	✓		
Kaleidoscope 2000 Conference Planning Committee	VPAC*						
BC/Washington Conference on Assessment						✓	
The EXCHANGE (peer-based PD activities)						✓	
Learning Assessment Network - BC (LANBC)		✓	✓				
Secondary/Post-Secondary Transitions Proficiencies Project		✓	✓	✓			
Distributed Learning Course Directory					✓		
Educational Technology Users Group		✓	✓	✓	✓	✓	✓
Connections '98 – Attended		✓	✓	✓	✓	✓	✓
Connections '98 – Presented		✓	✓	✓	✓	✓	✓
Spring Camp '99 – Attended		✓	✓	✓	✓	✓	✓
Spring Camp '99 – Presented			✓	✓	✓		

* TUPC – The Universities Presidents' Council of BC
CUFA – Confederation of University Faculty Associations
VPAC – Vice Presidents' Academic Committee

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III. OPERATIONAL ACTIVITIES – At the Centre

A. Communications, Conferences and Events Management

Effective communications with the field and our funders is important to the Centre. One can complete hundreds of valuable projects in an efficient manner, but unless the clients know about that success, the value of that work is diminished. Furthermore, it is crucial that the Centre keeps informed of developments at the institutional level so that its services can be tailored to the changing needs of its educational partners.

On-site Visits

One of the most effective means of staying in contact with the field is to make regular visits to institutions. In the fall and winter of 1998/1999, the CEO visited 20 institutions where he met with administrators, faculty, and staff to describe the Centre's work and to gain valuable feedback on the kinds of services required by the institutions. The CEO also met with students whenever meetings were arranged with the Education Council. As well, Centre staff are constantly visiting institutions as part of providing consultative services and professional development opportunities. Staff also meet with field representatives through the broad array of advisory committees and networks in which we are involved.

Learning Quarterly

The Centre continues to publish the *Learning Quarterly*, a journal designed to stimulate discussion and debate about important issues in post-secondary education. In 1998/1999, the Centre published four editions: *Knowledge and Belief, Lifelong Learning Service Learning: Community's Missing Piec* and *First Nations Studies: the Malaspina Succss*

In June 1999, the Centre published another issue, *Changing Horizons: Chating A New Course* in 1999, which examined from multiple perspectives the implementation of the province's Strategic Plan for the college, institute and agency system. This issue was developed by a guest editor and an editorial committee composed of Centre, Ministry and field representatives. In June 1999, the Centre established an external advisory committee which will be responsible for the production of future issues. In this way, BC educators will play a greater role in determining the content and flavour of the *Learning Quarterly*. Copies of all five issues (Appendix 46) are available at
URL: http://www.ctt.bc.ca/LQ/index.html

Newsletter

A second publication, *C2T2 News*, was initiated in 1998/1999 to provide useful and timely information about Centre activities and to promote various educational events and curriculum publications. Two editions were published and distributed widely in March 1999, and May 1999 (Appendix 47).
URL: http://www.ctt.bc.ca/reports/news/index.html

Centre Informational Booklet

In January 1999, the Centre released and widely distributed an informational booklet which provided background on the Centre and described the key products and services which each of its five educational teams provide to system partners (Appendix 48). URL: http://www.ctt.bc.ca/reports/index.html

Website

The Centre's website continues to be a key source of information regarding corporate and educational activities, programs, contacts and resources. It consists of over 2400 pages of information and draws almost 7000 visitors per month. Recognizing the importance of maintaining a relevant, current and easily navigable website, the Centre began a major project to redesign its existing site to reflect the integrated nature of the Centre's programs and activities. The new site is expected to be operational in the late fall of 1999 and will allow networks of educators to better share ideas and services relating to successful implementation of innovative practice, and to access an inventory of educational information, research, resources and contacts.

Conference and Events Management

The Centre utilizes the expertise of a Certified Meeting Professional (CMP) to guide and assist Centre staff in delivering single and multi-day events, with audiences of 20-600 attending from within the BC post-secondary education system. Many of the events and conferences have been listed under each educational team's section of this report. Our in-house conference management expertise has also been accessed by system agencies and by those within the post-secondary education system. Between April 1, 1998, and June 30, 1999, the Centre organized 20 conferences and events with a total of 1,391 people in attendance.

Kaleidoscope 2000 Conference

The Centre began working with MAETT in January 1999 to plan a province-wide conference on innovation and good practice. The Centre expanded the conference planning committee in April to include representatives from the post-secondary

system, including universities. The conference is called *Kaleidoscope 2000: Innovative Good Practice in Post-Secondary Education* and will be held April 30, May 1, and 2, in Vancouver, BC.

The purpose of this conference is to identify and showcase good practices and innovation in BC and to create and expand awareness and linkages within the system. The audience will be comprised of post-secondary faculty, administration, staff and students, as well as others interested in learning more about innovative good practice in BC public post-secondary education. The development of the conference, which is expected to draw 400-500 delegates, will be a major undertaking for the Centre in 1999/2000 and is representative of the Centre's new strategic directions. An invitation to present will be forwarded in September 1999 to all BC post-secondary institutions.

B. Corporate Services

The Corporate Services unit provides financial, human resources, labour relations, computer systems, and other administrative services to the Centre.

Labour Relations and Administrative Agreements

Significant accomplishments during the year included:

- Ratification of a collective agreement with the Canadian Union of Public Employee (CUPE Local 2081) which represents approximately 16 staff members;
- Substantial completion of Collective Agreement negotiations with the Camosun College Faculty Association (CCFA) which represents 6 staff members;
- Completion of a *Shared Services Agreement* with CEISS (Appendix 49) for the sharing of costs and expertise associated with computer system networks and support, facilities management/negotiation, telephone and security systems. During the year, the Centre purchased approximately $400,000 worth of goods and services from, or through, CEISS.

The centres also regularly look for and collaborate on other administrative issues and projects, ensuring that efficiencies are found wherever possible. For example:

- staff from the two Centres participated in and contributed expertise to the recruitment and selection processes for their respective accountant positions;
- staff share expertise and costs when planning the maintenance, enhancement and training on the common computerized financial and payroll systems;
- the centres share and/or cooperatively develop administrative and operational policies and procedures;

- staff from both Centres are participating and contributing expertise to the development and maintenance of a common contact database and interface;
- in-house computer system consulting, human resource, event planning, graphics, web development and asset acquisition expertise and resources are routinely shared between the organizations.

C. Finance and Operations

Significant accomplishments during the year included:

- a successful 1997/98 year-end financial audit which included the presentation of the Centre's financial information in a manner more consistent with a non-profit organization and which allowed the Centre Board and MAETT to more clearly understand the sources and uses of funds. The 1998/99 Audited Financial Statements were also completed (Appendix 50);
- establishment of a quarterly work planning and reporting process for all Centre teams in order to provide more current information on Centre activities, deliverables and timelines, to support an integrated approach to resource allocation, and to provide useful and timely information to clients;
- improvements in the timeliness and content of financial and operational reporting systems.

D. Organizational Restructuring

Over the year the Centre underwent significant organizational restructuring to support the goal of becoming more service-oriented, integrated, flexible and cost efficient. This included:

- collapsing of two corporate level management positions dealing with Operations, Human Resources, Finance and Administration into one position which was posted and filled on a permanent basis;
- elimination of a management position responsible for Marketing and Communications which will be integrated into other positions within the Centre;
- creation and posting of a permanent Director of Education Services position that will replace the four Senior Program Manager positions in the Curriculum, PLA, Outcomes and Transitions units, which are being combined into one unit, Education Technology remaining (in 1999/2000) a separate unit with close working relationships with the larger unit;
- establishment of a "Field Associate" concept which will use a secondment model to allow individuals throughout the province to work from their institutions on a quarter-time to full-time basis as consultants, presenters and facilitators to support the Centre's initiatives. The posting of a total of 1.5 FTEs in seconded positions relating to support for PLA/Outcomes work at the institutional level resulted in 41 expressions of interest.

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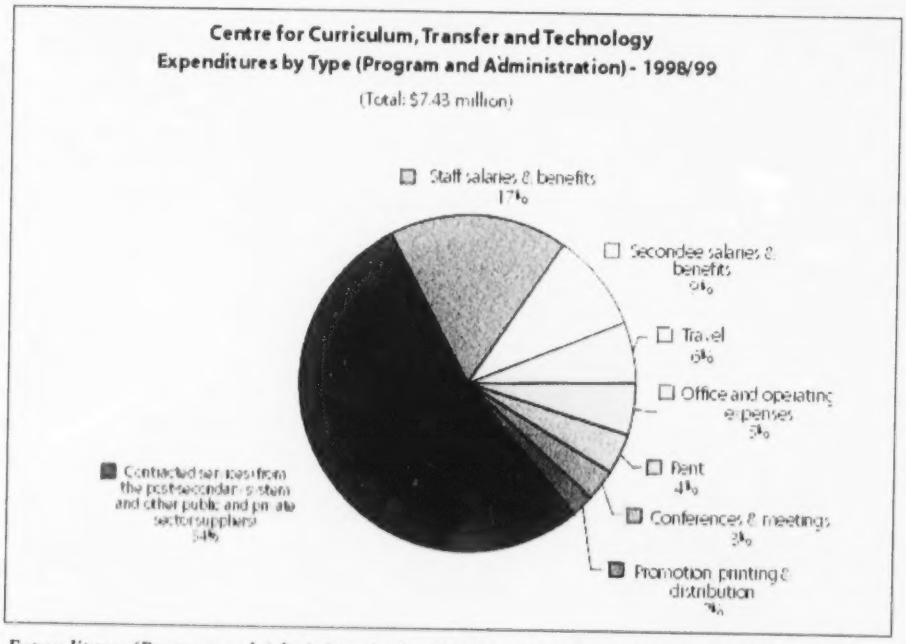

Expenditures (Program and Administration) - 1998/99: *The Centre spent a total of $7.43 million in 1998/99. This was funded by revenue earned during the year ($7.24 million) as well as allocations of Centre equity ($0.19 million) which was used to support various educational initiatives and corporate projects.*

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IV. EVALUATION AND FUTURE PLANS – Strategic Directions

During the past year, the Centre began to focus on developing formal processes for collecting and reporting evaluative and client satisfaction information and measuring outcomes of its programs, services, events and products, many of which are process-oriented in nature. In addition, the CEO collected valuable information on the perceived value of the Centre's initiatives during his many formal and informal visits to institutions, system agencies and ministries. The information gained through external consultations, along with feedback from the internal consultation process, formed the basis of the *Strategic Directions* document that will guide the work of the Centre over the next few years.

As part of the Board's first-year performance evaluation of the CEO, 142 extensive surveys were distributed to individuals within the post-secondary system, ministries, agencies and Centre staff, and several interviews were held with key groups and individuals. Although the primary intent was to evaluate the CEO's performance, the process also yielded valuable feedback about the programs and activities of the Centre. This feedback, largely positive, will help to shape our future plans.

A major focus for the Centre in 1999/2000 will be the further development of mechanisms for measuring and reporting on program outcomes. The *Strategic Directions* document will be reviewed regularly as part of the Centre's cyclical planning process. The Centre is committed to ongoing monitoring and reporting on our progress in order to ensure accountability to our funders and clients.

In reviewing the Centre's work over the past year and its new directions, Board Chair Maureen Shaw comments, " I think all of us – Board, staff, and system partners – can take pride in the timely and productive work of the Centre for Curriculum, Transfer and Technology. The Centre plays a key role in helping to improve the educational opportunities our system provides to learners."

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APPENDICES

The following documents have been submitted to the Ministry of Advanced Education, Training and Technology as appendices for this report. Many of them are available online, as indicated below.

App	Title	URL
1	Strategic Directions: A New Emphasis for the Centre for Curriculum, Transfer and Technology	www.ctt.bc.ca/reports/index
2	1998/99 Management Letter from MAETT	not available on the web
3	Provincially Initiated Curriculum (PIC) Projects Started in 1998/99	www.ctt.bc.ca/curric/curric_append.html
4	Provincially Initiated Curriculum (PIC) Projects Completed in 1998/99	www.ctt.bc.ca/curric/curric_append.html
5	Provincially Initiated Curriculum (PIC) Projects Started Prior to and Continuing Through 1998/99	www.ctt.bc.ca/curric/curric_append.html
6	Locally Initiated Curriculum (LIC) Projects Started in 1998/99	www.ctt.bc.ca/curric/curric_append.html
7	Locally Initiated Curriculum (LIC) Projects Completed in 1998/99	www.ctt.bc.ca/curric/curric_append.html
8	Locally Initiated Curriculum (LIC) Projects Started Prior to and Continuing Through 1998/99	www.ctt.bc.ca/curric/curric_append.html
9	Other MAETT Post Secondary Division Curriculum Projects Completed in 1998/99	www.ctt.bc.ca/curric/curric_append.html
10	Other MAETT Post Secondary Division Curriculum Projects Started in 1998/99	www.ctt.bc.ca/curric/curric_append.html
11	Other MAETT Post Secondary Division Curriculum Projects Started Prior to and Continuing Through 1998/99	www.ctt.bc.ca/curric/curric_append.html
12	Other Curriculum Projects Completed in 1998/99	www.ctt.bc.ca/curric/curric_append.html
13	Other Curriculum Projects Started in 1998/99	www.ctt.bc.ca/curric/curric_append.html
14	Other Curriculum Projects Started to and Continuing Through 1998/99	www.ctt.bc.ca/curric/curric_append.html
15	Industry Training and Apprenticeship Commission (ITAC) Curriculum Projects	www.ctt.bc.ca/curric/curric_append.html
16	Curriculum Products by Program	not available on the web

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17	AEMAC Annual Report and Retrospective	not available on the web
18	Connections '98 Conference Program	not available on the web
19	Online Educational Resources	www.ctt.bc.ca/edtech/oer
20	Innovation Awards in Educational Technology	www.ctt.bc.ca/edtech/awards
21	Online Educational Delivery Applications: a Web Tool for Comparative Analysis	www.ctt.bc.ca/landonline
22	Educational Technology Planning:A Framework	www.ctt.bc.ca/edtech/framework.html
23	Spring Camp '99	www.ctt.bc.ca/edtech.scamp.html
24	1997/98 Annual Report on Prior Learning Assessment in British Columbia	www.ctt.bc.ca/PLA/plapubs.html
25	PLA Implementation Guidelines for British Columbia	not available on the web
26	A Provincial Research Framework for PLA in BC Public Post-Secondary Institutions	www.ctt.bc.ca/PLA/plapubs.html
27	PLA Student Survey: A Cross-Institutional Project	www.ctt.bc.ca/PLA/plapubs.html
28	Prior Learning Assessment Contacts • Institutional PLA Coordinators' Working Group • Provincial Steering Committee on PLA	www.ctt.bc.ca/PLA/pla_contacts.html
29	Doing the Right Things Right:A 1998 Quality Audit of PLA/PLAR Implementation in BC	www.ctt.bc.ca/PLA/plapubs.html
30	Quality Assurance Kit for the Practice of PLA in Public Post-Secondary Education in BC	www.ctt.bc.ca/PLA/plapubs.html
31	Inventory of 1997 PLA Activity Survey of Douglas College Departments	soon to be published on the web
32	Qualitative Analysis of the PLA Process at Malaspina University-College and Transcript Review of PLA Candidate Success in Post-Secondary Education	soon to be published on the web
33	PLA Coordinator Guide - Developing, Implementing and Evaluating PLA Services	www.ctt.bc.ca/PLA/plapubs.html
34	BC Presentations at PLAR 99	not available on the web
35	PLA Enhancement Grants	not available on the web
36	PLA Publications	www.ctt.bc.ca/PLA/plapubs.html

37	THE EXCHANGE Symposium	www.ctt.bc.ca/lo
38	Pacific Northwest Learning-Centred Institutions Colloquium	www.ctt.bc.ca/colloquium
39	Creating a Shared Vision: Connecting Teaching, Learning and Assessment	not available on the web
40	Assessment: Its Influence on Learning, Teaching and Institutional Effectiveness	not available on the web
41	Proficiency Reports • Review of the Proficiencies required by Students Entering First Year Post-Secondary English Courses • Identification of Proficiencies that Contribute to Success in Health Sciences and Human Sciences Programs in BC • Mathematics Proficiencies for Post-Secondary Mathematics/Statistics Courses • Business Administration Proficiencies Project	www.ctt.bc.ca/transfer/trans_proficiency.html
42	Towards a Signature Program: A Vision Paper for Technology Education in British Columbia	www.ctt.bc.ca/transfer/teched.html
43	Technology Education Design Forum: Proceedings and Response to A Vision Paper for Technology Education in British Columbia	www.ctt.bc.ca/transfer/transproc.html
44	Technology Education Electronics 11 and 12 Teacher's Guide	www.ctt.bc.ca/transfer/electron.html
45	Information Technology Assessment Results for Post-Secondary Entry to Computer Information Systems, Business Management and Computer Science Programs	soon to be published on the web
46	Learning Quarterly • Knowledge and Belief • Lifelong Learning • Service Learning: Community's Missing Piece • First Nations Studies:the Malaspina Success • Changing Horizons: Charting A New Course in 1999	www.ctt.bc.ca/LQ/index.html
47	C2T2 News • Vol.1 No. 1 • Vol.1 No. 2	www.ctt.bc.ca/reports/news/index.html
48	Centre Informational Booklet	www.ctt.bc.ca/reports/index.html
49	Shared Services Agreement with CEISS	not available on the web
50	1998/99 Audited Financial Statements	not available on the web

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